



Literacy & language  
Age 7-11

# Alliteration poems

- Alliteration
- Writing poetry



## Previous learning required

- How to define a noun and an adjective.
- What alliteration means.

## Learning outcomes

- How to correctly use alliteration.
- How to effectively use rhythms and patterns in poetry.

## Equipment

- A flat tarmac space in your school grounds
- Chalk (or clipboards, paper, and pencils)
- Small natural materials (e.g. pebbles, twigs, leaves, pinecones) or a natural space to observe

## Activity

1. Ask pupils, individually or in groups, to look for a single natural object and observe what it is doing or what it looks like.
2. Ask pupils to note down their observations or collect the object if possible.
3. Now ask pupils to write a phrase describing the object, following the pattern:

**Number – Adjective – Alliteration – Noun**

For example:

**One big, brown conker**

4. Repeat this process with two new matching natural objects, then three new matching natural objects, and so on. This will create a series of lines in numerical order as a poem. For example:

**One fast, flowing river  
Two round, red berries  
Three bumpy, brown logs  
Four smooth, slippery stones  
Five lovely, little seeds**

## Check for understanding

1. Ask pupils to identify the problem with the following sentence, and to improve it:

**Three green, pointy leaves**

**Green** and **pointy** are both adjectives, but there is no alliteration because they start with different letters. An example of a improved sentence would be:

**Three prickly, pointy leaves**

2. Ask pupils to underline and label the different elements of their poem, labelling the adjectives, nouns, and examples of alliteration.



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